

WISCONSIN EDUCATOR EFFECTIVENESS SYSTEM • **VALUE-ADDED**

Introduction

The Wisconsin Educator Effectiveness System consists of Educator Practice measures and Student Outcomes measures. Educator Practice and Student Outcomes are equally important parts of the Educator Effectiveness System and are weighted equally. The EE System is comprised of distinct Student Outcomes measures. Each measure is scored separately and then combined into one Student Outcomes Summary.

- In 2014-2015, for most teachers, 95% of the Student Outcomes Summary is based on Student Learning Objectives, 5% is based on School-Wide Value-Added Reading Scores or Graduation Rate Scores for schools without School-Wide Value-Added Reading.
- For most principals, 50% of the Student Outcomes Summary is based on School Learning Objectives, 45% is based on Principal Value-Added, and 5% is based on School-Wide Value-Added Reading Scores or Graduation Rate Scores.

This Info Brief will focus on the three types of Value-Added measures included in the Student Outcomes Summary.

Value-Added and the EE System

There are three types of Value-Added measures included in the Student Outcomes Summary:

- 1) Principal Value-Added
- 2) Teacher Value-Added
- 3) Schoolwide Reading Value-Added

Value-Added is a type of student growth model that measures how much students improve from one year to the next on state standardized assessments, in comparison to similar students. In contrast to attainment, which measures student performance at a single point in time, Value-Added models look at growth over time and take students' prior achievement levels into account, as well as non-school factors, such as poverty, special education status, and English language proficiency, which may impact achievement.

A Value-Added model uses a student's prior year test score, or starting point, and demographic characteristics to compare the student to others like him or her. Value-Added models then predict what a student's post-test score would be, assuming that the student had an average teacher. If the student's actual teacher produced more growth than predicted for his or her students, then he or she will have a higher Value-Added score.

All Value-Added calculations are determined by the Wisconsin Center for Education Research's Value-Added Research Center. To come up with an educator's Overall Value-Added scores in the Summary Year, DPI will transform the scores from a six-point scale to a four-point scale.



Principal Value-Added:

Principal Value-Added is a new measure that focuses specifically on an individual principal's impact on student growth in reading and math. Principal Value-Added will include adjustments for key factors such as the length of time the principal has been in his/her building and what level of Value-Added was "inherited" from his/her predecessor. These types of adjustments are important in creating fair comparisons, since the impact of the principal upon student achievement is generally less direct and may take longer than the impact of individual teachers upon student achievement.

While most principals will have Principal Value-Added Scores incorporated into their Student Outcomes Summary, some principals will not have Principal Value-Added Scores because they do not serve students in tested grades or subjects; they only serve one tested grade or subject (which does not allow for the calculation of growth); or they are a principal who is new to the profession. For those principals who do not have Value-Added, the weight of SLOs will expand.

Teacher Value-Added:

In 2014-15, Teacher Value-Added will not factor into a teacher's Student Outcomes Summary. While State Assessment Data will be available and reported in WISEdash Secure starting in 2014-2015, the scores will not contribute to a teacher's Student Outcomes Summary for several years (2017, at best) due to the complexity of data collection at the teacher level, the creation of verifiable student-teacher linkages, and the requirement for three years of verified and linked scores. By 2017, at best, Teacher Value-Added will be applied to teachers in grades/subjects tested on state assessments (those who teach reading and/or math in grades 4-8 under the new state assessment), with the possibility of expanding to include at least some teachers at the high school level in the future.

School-Wide Reading Value-Added:

School-Wide Reading Value-Added is a Student Outcomes measure in schools with multiple tested grades where a Value-Added growth score can be calculated. The purpose of the School-Wide Reading Value-Added score is to help all educators in a school focus on the common goal of increasing student literacy, including disciplinary literacy.

All educators in a school with School-Wide Reading Value-Added receive the same score. In some cases, a school may not have enough data to calculate a School-Wide Reading score. For example, early elementary (K-2) schools and schools with very few students in tested grades may not have a School-Wide Reading score. For these educators, SLOs will be given extra weight in their final score to compensate for the missing School-Wide Reading Value-Added data.

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For more information, please see the System Measures and Scoring Module.